



MONTANA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

► **School-Age Child Care Project.** The Montana Out-of-School Time Project, an initiative developed within the Montana Child Care Resource and Referral Network, seeks to improve the supply and quality of school-age care for children statewide. The project has: 1) established a School-Age Care Task Force of program directors, early childhood educators, state department staff, and community members to support systems for school-age care; 2) sponsored an annual conference to provide education and training opportunities for school-age care operators; 3) compiled a training directory of state approved trainers in the field of school-age care; 4) catalogued school-age care resources, including grant information and financial and technical assistance opportunities; and 5) developed a map to document the current supply of school-age care. In addition, the Project is in the process of building a statewide database of licensed and unlicensed school-age care programs, adapting current models for financing school-age care programs, and establishing and building community partnerships to increase public awareness. The Montana Out-of-School Time project is funded primarily with federal and state Child Care Development Fund School-Age and Resource & Referral Earmark dollars.

For more information, see <http://www.montanachildcare.com/sac.htm>.

► **21st Century Administrative Dollars for Child Care Resource and Referral.** The Livingston, Montana, school district sub-grants a portion of its 21st Century Community Learning Centers administrative

Quick Facts

Demographics

Total population:902,195

Number of children
ages 5-12:103,050

Percent of population:11%

Percent of students eligible
for free and reduced-price
lunch:31.5%

Percent of K-12 students in Title I
“Schoolwide” schools:13.6%

For more demographic information, visit <http://nccic.org/statedata/statepro/montana.html>.

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
Montana Department of Public
Health and Human Services, Early
Childhood Services Bureau

Total estimated FFY03 federal and
state CCDF funds: ..\$16,946,272

FFY03 total federal
share:\$13,934,277

FFY03 state MOE plus
match:\$3,011,995

School-Age & Resource and
Referral Earmark:\$53,519

FFY02 Total Quality
Expenditures:\$1,475,035

Percent of children receiving
CCDF subsidies who are
ages 5-12:42.4%



U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



dollars to partially fund a staff member for the School-Age Care Project within the Montana Child Care Resource and Referral Network.

► **Dollars and Sense Child Care Business Training Curriculum.**

The Montana Child Care Resource and Referral Network published this guide to help child care providers achieve financial sustainability. This step-by-step manual takes child care providers through implementation of 50 Best Practices for developing policies, drafting contracts, setting prices, keeping financial and legal records, marketing, and expanding their businesses—adaptable to any market to improve child care income. The end product of the workbook is a professional business plan describing provider experience, skills, services, customers, contracts, policies, cash flow, and marketing plan.

For more information, see http://www.montanachildcare.com/dollars_sense.htm.

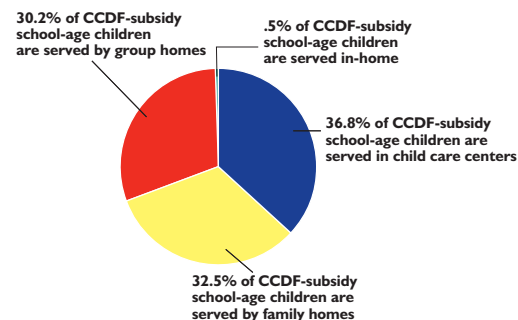
- **Governor's Summit on Extra Learning Opportunities.** In 2003, Governor Judy Martz received funds from the National Governors Association Center for Best Practices, with funds from the C.S. Mott Foundation and the Wallace Foundation, to hold a statewide summit on Extra Learning Opportunities (ELOs). In March 2004, Governor Martz hosted local leadership, state agency heads, legislators, private and foundation representatives, and other stakeholders in Helena to consider a state-level plan to support ELOs. Over two days, participants engaged in a number of small, facilitated discussions. Judy Samelson of the Afterschool Alliance provided a dinner keynote providing a national context on afterschool. The result was expanded membership and interest in the Montana Afterschool Network and a plan of action to formalize and strengthen its work. Leaders presented this plan, along with a summit summary, to Governor Martz as well as the Interim Committee on Children and Families. Action steps include developing state level leadership, creating a common message, and working locally to support ELOs across the state.

Notable Local Initiatives

- **The Flagship Project.** Developed in 1995 by the Missoula Alliance for Youth, the Flagship Project is a coalition of school personnel, youth service providers, parents, and community leaders. The Alliance has brought together several community-based organizations such as Big Brothers and Big Sisters, the YWCA, the Missoula Art Museum, and the Girl Scouts to forge links between schools, families, neighborhoods, and the community and to encourage community ownership of youth programs. To achieve this goal, the Flagship Project has offered a variety of afterschool programs at elementary schools, middle schools, and high schools in the district. The project receives funding from the United Way of Missoula County, the Federal Office of Juvenile Justice, the Wallace Foundation, and the Montana Interagency Coordinating Council.

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

"Resource and referral and school-age" earmark:

The school-age quality earmark may be used for staffing and operating expenses for Montana Child Care Resource and Referral core services, including Montana's Out-of-School Time Project.

Other quality activities:

Data not available.

• Provider Reimbursement Rates and Family Copayments

Label assigned by state

for school-age rate

category:Age 2+

Maximum rate for center-based

school-age category:\$17.25/day

Notes: Rates vary by CCR&R district.

Rates for Billings District given.

Standardized monthly center-based

school-age rate\$320

Is "time in care" a factor in determining family copayment

for school-age care?No

Notable Features of Rate System:

Montana has a tiered reimbursement program that increases subsidy rates for child care providers that have obtained a one- or two-star quality rating.

Statewide Organizations

Statewide Child Care Resource & Referral Network:

Montana Child Care Resource and Referral Network

127 East Main Street, Suite 217

Missoula, MT 59802

Phone: 406-549-1028

Web: <http://www.montanachildcare.com>

Additional Resources

State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:

http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer
to CCDF:\$9,372,239

FFY02 TANF direct spending
on child care:\$115,452

Program Licensing and Accreditation Policies

Are there separate school-age
licensing standards?No

Are school-operated
programs exempt from
licensing standards?Yes

Ratio of children to adults in
school-age centers:

5 years10:1

6 years & over14:1

Number of National AfterSchool
Association (NAA) accredited
programs:1

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant
amount:\$1,522,706

Applications funded:10

Program
locations:100% School sites

Licensing required?No

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.